

Creative Approaches to Supervision

The course is based on the principles published in the book: Creative Supervision Across Modalities: Theory and Applications for Therapists, Counsellors and Helping Professionals. A. Chesner and L. Zografou (eds), Jessica Kingsley Publications (2014).

The course is 130 hours at Diploma level delivered over seven weekends. Applications are welcome from psychotherapists, counsellors, arts and play therapists, coaches and others interested in the supervision of practitioners from various fields.

This established course is accredited by BPA, and recognised by BADTh, organisational members of UKCP and HCPC respectively. It is also accredited by ADMP.

Modules

Module 1: Supervisory roles and relationships, contracting and ethics

Module 2: Practice issues, regular and crisis supervision

Module 3: Specialist perspectives

Module 4: Supervision of supervision, working with groups and teams.

Trainees commit to a minimum of 8 sessions of supervision on their supervision practice during the training period.

Each module includes action-based teaching of supervision theory; demonstration and practice of creative methodology and action methods; live peer supervision and reflections; specialist topic and book presentations.

Weekend Course Content

- Theories of supervision based in integrative, systemic and psychodynamic principles
- Creative and action based techniques as applied to individual and group supervision
- Live supervision skills practice
- Specialist presentations reflecting the areas of expertise of the group
- Book reviews reflecting the interests of the group and the core reading list of the course
- A final paper on applied learning from the course
- Assessment by self, peer and tutor

Through the teaching and practicing of skills both on the course and with my supervisees I feel that it has had a positive impact on my own practice as a therapist and on the therapeutic practice of others. The course is influencing how I approach and use my own supervision for my clinical practice working with young people with mental health problems and learning disabilities. I feel that I am continuing to develop my capacity to

reflect and to be reflexive, thus feeling more robust in my work meaning I feel more equipped to work with some of the challenges that working with young people and trauma brings. My sense of my own internal supervisor has been strengthened. The specialist presentations have also provided rich opportunities for me to learn from other group members and to integrate this into my own practice as a therapist.

In my developing role as a supervisor I am aware that I am impacting on the development of other professionals which is having a positive impact on their direct work with young people. I am working with supervisees on a 1:1 basis and also with a team of support workers. I have learnt how to facilitate, teach, consult and evaluate within my role as supervisor with a variety of people from different professional backgrounds. I am working to develop their capacity to process, reflect and understand their important work with young people, in order that they can continue to work in safe and thoughtful ways.

I am incredibly thankful to The Foundation for Professionals in the Services for Adolescents for their financial support. It has enabled me to develop as a clinician and for me to be able to support other professionals working with young people. This inevitably means that we can all sustain ourselves and reach out to support and help more vulnerable young people.

Kate Snowden, dance movement psychotherapist